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U.S. DEPARTMENT OF EDUCATION

WIA Community Conversation

Thursday, November 19, 2009

10:45 a.m.

Gaylord Opryland Resort & Convention Center

2800 Opryland Drive

Ryman Ballroom B

Nashville, Tennessee 37214

P R O C E E D I N G S

1
2 DR. DANN-MESSIER: Good morning. I really
3 want to thank ACTE and Alicia and Steve for all their
4 support and for allowing us to have this community
5 conversation on the Workforce Investment Act with all
6 of you. We're doing one this morning, and we're doing
7 one this afternoon because it's our hope that the
8 Workforce Investment Act will be reauthorized next
9 year.

10 And so, we want to really -- I've been
11 traveling all over the country. I've been on the job
12 as the Assistant Secretary for Vocational and Adult
13 Education for 5 weeks. But I've been traveling all
14 over the country to really make sure I hear from all of
15 you in the field who are doing all the great work, to
16 make sure that your voices are loud and clear as we
17 really prepare for the reauthorization of the Workforce
18 Investment Act.

19 I want to recognize my colleagues and thank
20 them also for coming. Margaret Romer, who is the
21 Deputy Director for the Division of Vocational
22 Education, and thank her. And Len Lintner, who is also
23 a colleague in [inaudible]. And Sharon Langford Rice
24 from the Adult Education Division. I want to thank
25 them for being here.

1 What I've found, which is a real joy, is that
2 the staff at the Department of Education is very
3 professional, very dedicated, and I just really want to
4 thank them for their dedicated service.

5 And really, thank all of you for the work
6 that you do with your students each and every day. You
7 are very, very important. Frontline folks -- teachers,
8 administrators -- are really helping our students to
9 reach their goals. So I know that we don't thank you
10 enough for all the work that you do, and I really
11 respect the work.

12 I've just come from the community myself to
13 the department. I was for the past 10 years the
14 president of Dorcas Place, which is an adult and family
15 learning center in Providence, Rhode Island.

16 We really focused on establishing career
17 pathways for low-income adults and also for out-of-
18 school youth to enable them to get a job, get a good
19 job, take care of their families. But first, they
20 needed to really increase their basic skills, learn how
21 to read and write and speak English.

22 Prior to that, I worked, started my career
23 really in TRIO programs, which are educational
24 opportunity programs. Yes, give good shout out to
25 TRIO. I was the Director of the Educational

1 Opportunity Center Program and the Educational Talent
2 Search. Both of those programs were assisting youth
3 and adults, low-income youth and adults to transition
4 on to college.

5 And from there, I went to work for the
6 Clinton administration as Secretary Richard Riley -- at
7 that time, his regional representative for all of New
8 England. Then I went to Brown University to work at an
9 educational research laboratory, and then Dorcas Place.

10 But for me, the community is where the work
11 is most important, those of you who are working
12 directly with our students. It will be a challenge to
13 work in a bureaucracy, I must admit, for me. But I
14 have to respect an administration that also wants the
15 community voice and wants us to really be able to speak
16 about what's happening in the community.

17 So I'm thrilled to be working for Secretary
18 Duncan and working on this very important piece of
19 legislation. As some of you may know, the legislation
20 was last reauthorized in 1998. Oops, thank you. Was
21 last reauthorized in 1998. In 1998, the unemployment
22 rate was 4.5 percent, and the Federal budget had a
23 surplus. Things are obviously dramatically different
24 now.

25 The latest statistics on Nashville is the

1 unemployment rate was 8.3 percent. In my State of
2 Rhode Island, it's over 13 percent, and nationally,
3 we're at around 10 percent. And of course, we don't
4 have a surplus in our Federal budget. We have quite a
5 large deficit. And we are in, some would say, close to
6 a -- we're certainly in a recession, and we were close
7 to a depression.

8 So the law doesn't reflect the current
9 reality, and so we have to be serious about what --
10 hearing from you, what do we need? What do our
11 students need? What do our families need in order for
12 them to reach their goals and succeed and can really
13 secure good-paying jobs and good careers and go on to
14 college?

15 A few ground rules for this community
16 conversation. I'm really -- this is about all you'll
17 hear from me other than to probe you maybe when you
18 make your points and to ask some follow-up questions.
19 We'd like you to -- really anything goes. You see a
20 videotape, but that's only because this gentleman,
21 that's how he does the notes. He videotapes it and
22 sends it to a company. Your picture will not be shown
23 on YouTube. So you should feel --

24 [Laughter.]

25 DR. DANN-MESSIER: You should feel very

1 comfortable that you can be -- I'm sorry. You can do a
2 dance when it's over.

3 FEMALE SPEAKER: I'd die.

4 DR. DANN-MESSIER: But I say that because we
5 want you to be candid, and you do not have to identify
6 yourself by name. It would be great for you to say
7 what State you're from, just so we have a sense of
8 since this is a national audience, of what the
9 variances are across the country in your responses to
10 some of our questions that Margaret will be posing to
11 you.

12 But it's really a discussion, a conversation.

13 You can feed off of each other. We want to hear
14 what's working, what isn't working. What are the
15 challenges? And when you present the challenges, I'm
16 going to challenge you to come up with a solution
17 because we just don't want a gripe session. We want
18 you to think this has been a real problem, but this is
19 what I wish, if I had the power, that I could do to
20 change it. So I'd like you to really think about
21 solutions.

22 And then I also want you, as we get to the
23 end of the session, think forward and broadly and dream
24 about the perfect system for your students and their
25 families that can really support them to reach their

1 career goals. So that's really the ground rules.

2 In the couple of sessions I've been in,
3 people say, "Well, can I ask you your opinions on
4 things, what the department is thinking?" And I say,
5 well, we're working internally. That's no secret.
6 We're having our own discussions.

7 But nothing is finalized or I wouldn't be
8 here, and I wouldn't waste your time to ask you to give
9 me your feedback if I already would say to you this is
10 what the law should look like from a Department of
11 Education view. We're not at that point yet. We're
12 really at the beginning stages. And so, I'm not really
13 going to talk about what we're thinking about because
14 we want to make sure we have the full range of your
15 words welcomed to this discussion.

16 Are there any questions? Any concerns? Can
17 you hear me? This gentleman, we really don't want him
18 to be intrusive. So --

19 MALE SPEAKER: Cell phones?

20 DR. DANN-MESSIER: Oh, yes. We would like
21 you to shut off your cell phones, if you don't mind,
22 please? Thank you. Or put them on vibrate, whatever,
23 because it will interfere with the recording.

24 So thank you very, very much for being here.
25 I very much appreciate your taking time out to really

1 share with us your good thinking about the Workforce
2 Investment Act, and I'm going to turn it over to
3 Margaret just to start us off with some leading
4 questions.

5 MS. ROMER: We would like to take this
6 opportunity to just invite a conversation. But to
7 start us off, I'm going to share with you two thoughts
8 in the area. So I'm going to read two questions. I'm
9 happy to revisit them and read them again. So let me
10 know if you need me to do that.

11 But the first question I want you to think
12 about and respond to -- what are the essential
13 ingredients needed to prepare young people under the
14 age of 21 for success in postsecondary education and
15 training? What are the challenges? What are some of
16 the innovative solutions to these challenges?

17 Secondly, what components of the Workforce
18 Investment Act legislation enable you to provide job
19 opportunities for young people? How can the
20 reauthorized WIA promote better alignment between
21 education and the youth job training system? What
22 types of innovative approaches might work?

23 So let's start there. If you need me to ask
24 -- reread these to get going, but I'll just --

25 DR. DANN-MESSIER: And we don't even have to

1 stick to those. So if you have some burning issues
2 that you'd like to bring up that you've been dying to
3 tell somebody from Washington, we're here to listen.

4 So who would like to begin? What's
5 happening?

6 MALE SPEAKER: That's someone's cell phone.

7 DR. DANN-MESSIER: That's fine.

8 Yes, please? Identify what State you're
9 from. I know you're from Utah, but this gentleman
10 doesn't.

11 UT: Yes, I'm from Utah. I'm with the State
12 department.

13 Just a couple of thoughts, and you all who
14 are at the local level can fill this in a little bit
15 more. But one of the gaps that we see in working with
16 our partners -- and in Utah, it's called the Department
17 of Workforce Services -- is really helping in assessing
18 kids' interests, abilities, and skills and doing the
19 foundational work.

20 What we have in our State is a Comprehensive
21 Guidance and Counseling Program, and it may just be a
22 unique thing in our State. Too often, it's just let's
23 plug you in a hole and get you working. And that pre-
24 work and the research and the data about helping kids
25 understand who they are, what their interests are,

1 their goals, their abilities, their likes, their
2 dislikes. We, in our public schools, have a battery
3 and, you know, series of tests and conversations. And
4 I think there are too many brownie points given for
5 just getting a kid in the job.

6 And then "I hate it" or "I don't hate it,"
7 and having that conversation. Or maybe if they hate
8 it, but then having that conversation, "Why do you hate
9 that industry? What are your likes? What are your
10 strengths and your weaknesses?" The whole Holland code
11 framework for guidance and counseling is totally remiss
12 as we work with our WIA partners, and I don't know how
13 that can be plugged in.

14 But that's a piece --

15 DR. DANN-MESSIER: What would you like to
16 see? How would you like to see it changed?

17 UT: I would like to see more of the direct,
18 related guidance and counseling kinds of components
19 when we can give them some training on the line. But
20 our partners in Labor don't have -- in our State don't
21 have educational and training background to really give
22 that young person those foundational skills that are
23 life skills that can help propel them forward and
24 understand a little bit more about who they are. And
25 they're placed here, and they don't like it and come

1 back and understand, you know, who they are and help
2 them be successful. That is [inaudible].

3 DR. DANN-MESSIER: And are you not able to
4 work with them? Is that -- can you offer those
5 services to them as an educator?

6 UT: We offer those services, but in my
7 understanding is there is not a lot of time for what
8 are called "brownie points" for our other departments.

9 DR. DANN-MESSIER: So they don't get credit
10 unless they're placing somebody in a job. Is that what
11 you're saying?

12 UT: Yes. Yes, grab a kid. Do this. And
13 they do a great job, but the data and the research that
14 we have on developmentally and especially kids who
15 qualify in these categories need these kinds of skills
16 and tools rather than just placing them. And placing
17 them helps. So that's one piece as the conversation
18 goes.

19 Another area is some of the placements and
20 the follow-up, it can be just our State, but the
21 follow-up with students and really the mentoring that
22 needs to take place in some of the placements are
23 things in public education we would never put kids
24 into.

25 DR. DANN-MESSIER: Do you want to give me an

1 example?

2 UT: Some of the training sites. How do I
3 say this? They get on the list because they want some
4 money, and they may not be [inaudible] --

5 DR. DANN-MESSIER: Okay.

6 UT: -- need help. So the cameras are
7 rolling, and you can write that down because I see
8 young people --

9 DR. DANN-MESSIER: That's going to be
10 destroyed.

11 UT: No, I'm just teasing.

12 DR. DANN-MESSIER: But I'm sure it can be
13 intimidating.

14 UT: But I hope this is something that isn't
15 just unique -- maybe it's just unique to Utah, and I
16 need to work on some things? But sometimes I see,
17 okay, they have a provider on the list that's been
18 approved by our State council. And I often sit on the
19 State council, and I help approve those lists. So I'm
20 part of the problem.

21 But it's very interesting that they're
22 placing a student in a front store nail technician
23 something that's kind of a fly-by-night something. I
24 see too many of those placements.

25 DR. DANN-MESSIER: There aren't criteria for

1 --

2 UT: There are criteria, but they meet the --
3 and like I said, I'm on the State council meetings.
4 Half the time -- and sometimes they'll email about
5 this, and should we put them on our list as a provider?

6 And some of those training entities are so outside of
7 any pedagogy and research, anything that we know in
8 education, and I don't know that we know better.

9 But it's any department that [inaudible]
10 components, but in my mind, those are policy issues. I
11 mean [inaudible].

12 DR. DANN-MESSIER: No, no.

13 UT: But maybe there are some policy issues
14 there, and I call them brownie points, and the
15 criteria. So I'm here to learn a little bit from some
16 other States.

17 DR. DANN-MESSIER: That's great.

18 UT: I don't know if I'm throwing those out
19 as just Utah problems.

20 DR. DANN-MESSIER: Thank you.

21 CA: Hi. California. And I echo what's
22 being said there.

23 There is a significant effort in California,
24 I think nationally, to have students that are going
25 through the process of career training or whatever

1 through the K-12 schools and then beyond to become part
2 of a program of study which is a 7 through 14
3 continuum. And if we are taking students out of that
4 program of study system and placing them into
5 internships, they should be related to their interests
6 in their career courses.

7 And if we're really doing our job right, they
8 won't be going to work after this experience. They're
9 going to be going on to some other type of
10 postsecondary training and something that's going to
11 elevate them to a point where it's going to be a
12 positive and growing experience for them.

13 If we're looking at trying to push kids into
14 minimum wage jobs that are coming out of a summer
15 experience, I think we're shortcutting them. We need
16 to not put a focus there in the accountability.

17 DR. DANN-MESSIER: So do you work with your
18 folks at Labor in terms of when they place your
19 students in summer jobs? How does that work? Do you
20 have any input into that?

21 CA: Yes, we do. But some of the providers
22 do a really good job of it. We had some that did an
23 excellent job. They went to -- they recruited students
24 in particular areas and did direct placements. Others
25 provided jobs like she was talking about, where the

1 county parks and rec van pulls up. They throw a bunch
2 of kids in the van. They go out and rake leaves. So
3 you have a real dichotomy.

4 Under the current evaluation system, that
5 programs of kids raking leaves was valued at the exact
6 same level as somebody who was doing a really good,
7 detailed job of placing students in meaningful
8 experiences, doing all activities with them, because
9 basically they're judged on the paperwork that's in the
10 file, not on what they do with kids.

11 Our -- the entire system where I came from,
12 the evaluators of the program did not show up until the
13 program was over. They looked at the files and said,
14 "Oh, is your Form 12 in front of your Form 13?" And if
15 it's not, you're getting dinged. And that was how
16 you're evaluated.

17 So I'd like to see in that whole
18 accountability model, where we keep hearing it needs to
19 be beefed up, that it would be real accountability, not
20 paperwork accountability.

21 DR. DANN-MESSIER: That's good. Thank you.

22 I'm sorry. This gentleman was next.

23 DC: Yes, Washington, D.C.

24 I'm retired. I retired a couple of years ago
25 from the D.C. Public Schools system. But in my 26

1 years of experience with the vocational CTE, if you
2 even say the word "vocational" in certain circles, it's
3 really downplayed [inaudible] our country needs
4 [inaudible] trades.

5 But in any case, in terms of your statement,
6 I think the exposure -- at least in the D.C. area from
7 what I've seen, the exposure to CTE, vocational has
8 been downplayed. And that way, parents, the community,
9 the counselors in the school, a lot of just the
10 community at large don't have an understanding in terms
11 of what's being offered now in the schools in CTE,
12 what's available for their kids to be successful.

13 The other problem was -- so when I was in
14 school, we had the exposure at the elementary, junior
15 high, and so on and so on. That way, you had career
16 inspiration or whatever, give kids an opportunity to
17 see what's out there.

18 When I go around in the community, people say
19 where are your vocational programs? Where are your CTE
20 programs? Where are they? There are very few in the
21 District of Columbia now.

22 DR. DANN-MESSIER: Why is that? Because
23 there's a lack of understanding about it?

24 DC: I think it has a lot -- I think what
25 happens is a lot of times when administrators,

1 superintendents, in our case, chancellor, they rely on
2 the Department of Labor statistics. They look at those
3 data, the job outlook. They look at the data up there
4 to see where the course is going, where trends are
5 going, but in the District of Columbia, it is in
6 service-based industries -- Government, business, and
7 service.

8 And so, they offer certain things like
9 biomechanics or whatever. But the District is not
10 geared toward that. That's my opinion.

11 DR. DANN-MESSIER: So there's a mismatch
12 between the --

13 DC: Yes, there's a mismatch and a lack of
14 knowledge. And we have counselors not even briefing
15 students as to the availability of certain courses or
16 careers that are out there. It's an omen. They want
17 everyone to go, it seemed like, to college, and that's
18 fine because we want you to go to college. But we also
19 want you to have a skill.

20 And we have no tracking system. I don't know
21 if they have that in the education system across the
22 country to find out -- I think this helps with funding,
23 in terms of budget -- what happens to a student 2 or 4
24 years after they leave the school? Do they go to
25 college for 1 or 2 years and can't complete? Was it

1 economics? Was it something in the home life? Was it
2 that they weren't prepared academically? Whatever.

3 We have no statistics to fund. So when you
4 look at the budget, you say, well, we need to do this,
5 this, or that. We don't have that tracking system to
6 follow students. If we did, I think that would help in
7 terms of programs or courses. But if counselors don't
8 guide them, the funding --

9 DR. DANN-MESSIER: Funding, what do you mean?

10 DC: -- and integration. Integration is
11 another key piece. We have been talking about since
12 the mid '80s about integrating academics. Of course,
13 in Washington, D.C., this is math and reading level and
14 the test scores. We've been talking about integrating
15 that into the vocational or CTE programs [inaudible].

16 In fact, when, as a member of the ACTE in the
17 District, I have asked who are your teachers, where are
18 your programs located, et cetera, et cetera. A lot of
19 times for the people at the top, they have been unable
20 to provide me, as a member, as the president-elect of
21 the local, that information. So you couldn't expose
22 people to the large ACTE, things like this, where you
23 network and find out what's going on. So there's a
24 breakdown in communication with the CTE programs, and
25 that needs to be fixed because it's hurting in the

1 District.

2 DR. DANN-MESSIER: Thank you.

3 MALE SPEAKER: Even with Cardozo?

4 DR. DANN-MESSIER: Even with what? What was
5 your question?

6 DC: You know about a few of the programs,
7 like Cardozo and Phelps and what not. But the District
8 used to have five or six schools, and they're down to
9 one or two now. They're down to one or two. That's
10 sad.

11 CO: I'm from Colorado, and I just wanted to
12 say one of the first speaker's other comments was
13 around the career development.

14 I think that one of the big important pieces
15 is going to be to have those aligned so that students
16 and WIA are doing the same plans of study at the State
17 level as what is required under Perkins. So, you know,
18 instead of doing different systems, and I think that's
19 going to take some communication at the top, and I
20 think that will be really helpful.

21 I know that in Colorado we are doing some
22 work to pull that together, but it's been really
23 interesting to get several different agencies from
24 different -- coming at this from the same angle. So I
25 think --

1 DR. DANN-MESSIER: So what have the
2 challenges been around that and/or the successes?

3 CO: Well, just getting people to understand
4 each other's agencies, I think is -- and how their
5 funding works and what the requirements are. Because I
6 think what happens is teachers at schools, and this is
7 -- I'm a CTE coordinator for a school district, and
8 I've been in several other school districts also in the
9 State.

10 But what really happens is teachers, when
11 they hear about WIA, they think -- their perception is
12 that I should be able to send a student to the
13 workforce center. They should place them in a job, and
14 I should be done, you know? They don't have any
15 concept about what the requirements are for WIA and how
16 those two systems can work together and what things we
17 need to overlap and what things are differences.

18 And I think it's differences in how those
19 agencies really work. I think that getting that
20 information down to the teacher and the counselor level
21 is critical because what happens is teachers and
22 counselors send somebody to the workforce center and
23 expect them to get a job. And when they don't, they
24 just don't send any more kids. You know, they just
25 quit. I mean, because it didn't work.

1 But they don't understand the systems. So
2 some of what we've tried to do is really educate.
3 We've tried to do cross professional development. So
4 have the workforce center, when they're doing training,
5 invite teachers to come to it. And when the school
6 district is doing training, invite the workforce to
7 come to it.

8 DR. DANN-MESSIER: That's a great idea.

9 CO: So that you have a sharing of the
10 cultures a little bit to share some information, but
11 the career plans, if -- we have a State-wide system and
12 now they just, our legislature just passed legislation
13 that every student 7th through 12th grade will have to
14 have a career academic plan by the year -- I think by
15 September 2011.

16 So that's going to take a lot of people
17 pulling together, but it will be really important that
18 the workforce looks at those plans and follows the same
19 path and that the jobs and the training follow what the
20 kid's career plan is or revise the plan. You know, so
21 it should be this constant conversation.

22 Students should have experiences. They
23 should look at their plan. They should have
24 experiences. They should reevaluate. If they don't
25 reevaluate, then it was just -- it's not worth the

1 piece of paper that the plans are written on.

2 DR. DANN-MESSIER: Thank you. Yes?

3 TN: First, I found it interesting about
4 having to make a career plan between grades 7 and 12
5 because the current projection for millennial students
6 is they'll change jobs on an average every 2 years of
7 their lifetime. So that's kind of startling.

8 DR. DANN-MESSIER: And where are you from?

9 TN: I'm from Tennessee. Sorry.

10 DR. DANN-MESSIER: Thank you.

11 TN: What I wanted to say is I think I see it
12 from a different perspective maybe.

13 DR. DANN-MESSIER: Good.

14 TN: To me, a key is that our State boards of
15 education and our legislatures, that like in Tennessee,
16 we passed this new curriculum called the Ready-To-Work
17 that started last year.

18 DR. DANN-MESSIER: Ready-To-Work?

19 TN: Ready-To-Work [inaudible] the
20 opportunity for students who need vocational anything,
21 workforce readiness skills. There is no room for that
22 because they're now required to have 20 hours to
23 graduate, which is a stunning --

24 DC: That's a biggie.

25 TN: -- amount of time, and they added more

1 math and science requirements. And so, here we go.
2 We're taking away from -- despite what Dr. Webb said
3 this morning, our governor does not support any kind of
4 CTE because they adopted -- it's called the American
5 Diploma Project. Maybe some of you are familiar with
6 it? That's what Tennessee adopted.

7 We now have no room for the 83 percent of
8 students that they projected would start school last
9 year in Tennessee and not finish 4 years of college on
10 time. Only 17 percent of last year's group are
11 predicted to finish 4-year college on time.

12 So I'm thinking what I hear from other States
13 and here in Tennessee especially, we need to get the
14 Department of Education and the State legislators
15 aware. And I don't know if there is a way in the new
16 WIA when it's redone to put some money behind informing
17 people at the State level of what needs to happen and
18 stop making these ridiculous rules that aren't going to
19 help the kids. They're going to have no workforce
20 readiness, at least not in school.

21 DR. DANN-MESSIER: Can I make sure we listen
22 to people that haven't spoken yet?

23 MI: Wyandotte, Michigan, just south of
24 Detroit.

25 We have -- I am a teacher in secondary

1 school. We developed an urban agriculture CTE program.

2 I do have students that are working on a viaduct
3 project through the summer, and it's funded through the
4 downtown development authority. I only heard of this
5 act by accident coming to this meeting, and I think it
6 represents a breakdown on -- we're struggling for
7 funding right now, as many programs are. And a lot of
8 times, the teachers who are on the front line teaching
9 and having kids work are not aware of this funding
10 mechanism.

11 And I think that we have to develop some
12 connections from the top down. I don't think it's
13 working right now because as the money comes down, it
14 gets siphoned off at the higher levels, and the
15 teachers do not see the funding mechanisms. We're too
16 busy in front of the kids.

17 MD: I'm from Maryland, but I do a lot of
18 research all over the place. And I just wanted to
19 share a little anecdote which I think is informative.

20 It was with a physician in the Palm Springs
21 area in California, and he hosts interns at his
22 doctor's office. And some of them are coming from a
23 health sciences set of career academies that are run
24 through the high schools, and some of the interns are
25 coming through shorter-term training that's funded by

1 the Workforce Investment Act.

2 And he said that he had two experiences.

3 When they had this advisory council advising the career
4 academies, all the health professionals around the
5 advisory council put a very large emphasis on
6 employability skills -- now on the how to conduct
7 yourself professionally in the workplace. And so, the
8 kids coming up from the career academies, before they
9 entered that internship, had done a lot of work on
10 prepping for a professional experience.

11 And the young adults coming out of the
12 Workforce Investment Act shorter-term training didn't
13 have any of that. They had skills training, but not
14 professionalism. And they actually made a lot of
15 errors, even along arguing back to the physician, the
16 doctor, because they really didn't understand the
17 workplace. Very much like our keynote speaker was
18 talking about this morning, they weren't ready for that
19 professional workplace.

20 So that doctor now no longer accepts interns
21 from the WIA programs, only from the career academies.

22 And so, I think one application would be that WIA
23 training programs have to have workplace
24 professionalism as part of the training.

25 DR. DANN-MESSIER: Absolutely. Yes?

1 KY: I'm from Kentucky, and at the community
2 college level. And I haven't been in Kentucky but 2
3 years. I'm actually from Michigan.

4 And I think what I see -- I'm doing a lot of
5 traveling right now as far as the NSF grant. So I'm
6 going to talk about a few things as it relates to that.

7 But in my travels and working with different States is
8 that everything is separate and everybody has got their
9 pot, and everything is siloed in education. The
10 secondary silo, postsecondary silo, there are silos
11 within their silos, okay?

12 And so, how do you get people to work
13 together and not duplicate one another? And get people
14 into programs.

15 Now, in Kentucky, I think we're beginning to
16 look at it a little bit more of when we deal with WIA
17 at the postsecondary level to get those people into
18 programs. We know, and the President and everybody
19 else is telling us, that it takes 2 years of college
20 now, at least 2 years of college to get good work. And
21 so, we need to once we focus on our workforce, people
22 focus on WIA training and then get them into a program
23 of study so that they can continue their career path.

24 And I think that that's a real issue
25 nationwide. I would imagine in every State in the

1 union. It's "them" and "they" against one another, and
2 nobody is working to bring them together to make sure
3 these people are on a track.

4 And I think you addressed it a little bit.
5 They can't be separate, and then, in some cases,
6 they're very much duplicating each other. And it's
7 like we're taking -- everybody is low on resources, and
8 we're taking these resources and copying them, and then
9 there's duplication. We could be much more efficient
10 in what we do.

11 Another thing that I think in my dealings, I
12 have been working for the last 5 years in Michigan, and
13 they recruited me to take the leadership on an
14 automotive Center of Excellence in Kentucky, and it was
15 initially funded with seed money by Toyota and then
16 through the NSF. And we were just awarded a National
17 Center of Excellence.

18 DR. DANN-MESSIER: Congratulations.

19 KY: Thank you. We've got 14 States
20 involved, 21 automotive manufacturers -- Asian,
21 European, and American -- and 24 community colleges.
22 And we're working across State lines, and there we go
23 again with our silos because these companies, they're
24 not -- it's not -- General Motors is not a Michigan
25 company. It's a global company. Toyota is a global

1 company, and they need global solutions.

2 They don't need a solution that works for
3 Michigan and one that works for Tennessee or something
4 like that. They need solutions to deal with their
5 workforce, and I think that then you get into all of
6 these issues. Again, you know, just a silo.

7 And so, I think that if we look at coming
8 from being an educator in the classroom to being an
9 administrator, when you're an educator, you look at
10 your classroom. And then when you're an administrator,
11 maybe at the program level, you look at your program.
12 And then when you take on a larger leadership role,
13 it's your institution, and I think that we need to be
14 looking at our nation and not our local community or
15 our State, but do we compete globally? And all of
16 these companies we know we're dealing with are global.

17 One last thing. The CIP codes I think in
18 education are obsolete. And let me give you an
19 example. And we're still training. We still have
20 programs in these areas.

21 General Motors, which I worked with for years
22 in Michigan, and I worked for General Motors before I
23 went into education. It's part of this collaborative.

24 Toyota is part of the collaborative.

25 General Motors had 54 trade classifications,

1 okay? And they still have a blacksmith in their plant.

2 And they have -- with the UAW contract, and I'm not
3 kicking the UAW. But they have their lines of
4 demarcation that says if you're in this trade, you
5 can't do this job. Even if the line breaks down, okay,
6 now we're all smart people in the plant, and you can't
7 -- and this guy knows how to fix it, he can't.

8 Toyota had two classifications, and we wonder
9 how they can compete. Okay. And so, then now they're
10 all working together, and even through the financial
11 crisis, General Motors said we can go back and take
12 another look at this of how we organize work, okay, and
13 train these people for a different classification. But
14 it requires more skill sets.

15 And so, I would ask us to take a look at what
16 we're saying our young people are doing. If you look
17 at the Germans, they've been doing -- and now that word
18 is out there -- mechatronics, okay, for years, 20
19 years.

20 DR. DANN-MESSIER: Thank you.

21 Yes, sir?

22 KY2: One of the little comments --

23 DR. DANN-MESSIER: Where are you from?

24 KY2: I'm from Kentucky also. Lexington,
25 Bluegrass Community & Technical College.

1 One of the issues, you know, the President
2 says that it takes 2 years to get somebody trained to
3 go on a job. That's if they're absolutely ready to hit
4 the program ready to learn. I've signed lots of
5 letters, sent lots of letters to WIA programs and WIA
6 students all summer long saying that, yes, they can
7 finish in 2 years.

8 We also have a mandatory placement policy
9 that says they have to be able to read, write, and do
10 math at a certain level before they can really be
11 program students. And we found that a lot of these
12 students tested in at developmental or remedial levels.

13 So they're going to really have to cram to get it in
14 in 2 years if they have to do the remedial work before
15 they get into the program.

16 And so, if we want these people to be
17 successful, we can't tie on to your timeframe in a lot
18 of places. If our purpose in having mandatory
19 placement is that these people be successful in their
20 program and in those courses that they take, if they're
21 in electronics and some of those types of things, they
22 have to be proficient in math.

23 And many are testing in on two developmental
24 courses before they can take the math that they need to
25 be proficient in electronics. And to say that

1 absolutely they can finish in a 2-year timeframe, it's
2 unrealistic.

3 DR. DANN-MESSIER: Have you been looking at
4 some acceleration models?

5 KY2: We try to work with them, and we have
6 an adult basic education program that works with them,
7 trying to do it in a semester. But our problem is that
8 the developmental is hard to do on an acceleration
9 basis. They're having troubles with those math and
10 reading as it is, and if you try to accelerate that at
11 the beginning, it's often running some of those
12 students off, especially when they're coming out of the
13 workplace and don't have those tests.

14 So I would hope that we could maybe get away
15 from you start here and you have to be finished and be
16 finished with the program in 2 years. We can do short-
17 term certificates and things, but if they want a full-
18 fledged program, often it's not possible.

19 DR. DANN-MESSIER: There is an initiative
20 called Breaking Through that's sponsored by Jobs for
21 the Future, and they have a number of acceleration
22 models that I think Kentucky is actually participating
23 in that.

24 KY: We actually are.

25 DR. DANN-MESSIER: You ought to look at some

1 of those models. It suggests that you can, in fact,
2 accelerate at the developmental ed level for folks.

3 KY: One of the things we're doing, we are
4 part of Breaking Through, and we're also putting the
5 transitional education model [inaudible] credential
6 module of self-paced instruction that will be launching
7 soon.

8 DR. DANN-MESSIER: Thank you.

9 UT: Excuse me. What did you call that, a
10 transitional?

11 KY: We changed it to transitional education.

12 DR. DANN-MESSIER: The woman from Utah. So
13 everybody has that. I want to give you an opportunity
14 to say a point again.

15 UT: I was just going to -- I want to talk
16 about and I appreciated the comment kids are going to
17 change their careers and all these kinds of things.
18 Let me just maybe give some information. The research-
19 based model for Comprehensive Guidance and Counseling
20 is based on some research, the Holland codes. There
21 are about 7 different clusters and not the 16 clusters,
22 but your scientific, your data, your humanitarian, your
23 art. So that kind of construct gives a 9th and 10th
24 grader an idea of what their interests and abilities
25 are kind of in 7 broad areas.

1 And so, we have a mandate. We have it for 20
2 years that all States will have a student
3 educational/occupational plan. But I think the idea
4 that I would like to see, as the woman from Colorado
5 said, more of that sharing of information in our
6 schools. We are trying to give them an understanding
7 in the 7th and 8th grade, 9th grade. A person who
8 usually is very scientific usually isn't humanitarian
9 because it's a circle, and if you're a scientific,
10 usually you're closely aligned with data is this
11 theory.

12 And I think if we all understood that a
13 little bit better, we'd be able to say that, Johnny,
14 okay, we've done your student occupational plan. You
15 like humanitarian kinds of things. And here are these
16 40 different careers, and those 40 different careers
17 are going to change 40 different times, but let's help
18 you understand because kids will find out maybe they
19 don't like that. They're only 16 or 17.

20 And I just want you to understand that the
21 construct isn't that we're pigeonholing them into these
22 pathways and the programs of study. You said that
23 better than I. But we've done so much work on student
24 educational plans and in programs of study, and we may
25 have a student who is WIA eligible. And we've done all

1 this work from the 7th grade on up, and they're kind of
2 thinking they like computers and they like data and
3 they're more in a scientific realm. And all of a
4 sudden, they're over working -- well, raking leaves or
5 they're over here.

6 So I just wanted to -- I'm not a counselor
7 type. But I've learned a lot from my colleagues, and I
8 really have affinity and we have a lot of data that
9 shows that kids are more successful in understanding
10 who they are in that whole continuum. It even works on
11 35-year-olds as they're reentering, helping them
12 understand who they are and their likes and dislikes,
13 and you look at that trajectory of a career path for
14 the programs of study.

15 So I hope that makes a little bit of sense.
16 We're talking in terms of student plan. They need to
17 reevaluate if they need two or three plans because plan
18 A is a medical doctor and may or may not work out. The
19 second plan [inaudible] has some great data on that.
20 So more just kind of how we're trying to approach that.

21 DR. DANN-MESSIER: Let's hear from some of
22 the folks that haven't spoken. Yes, sir?

23 OK: I guess --

24 DR. DANN-MESSIER: Where are you from?

25 OK: I'm from Oklahoma. Sorry.

1 DR. DANN-MESSIER: Okay. Thank you.

2 OK: In Oklahoma, to me, it appears like it
3 has become a work first, work fast system in which --

4 DR. DANN-MESSIER: What do you call it? Work
5 first, work fast?

6 OK: Fast. And let me explain that. That's
7 not necessarily a good thing because you'll have
8 developmental adults who will try to access WIA funds,
9 and the way the system was set up if the service
10 providers deems that through just a little bit of
11 career coaching they can place that individual into a
12 short-term, low-wage job, they're successful in using
13 WIA funds.

14 To that end, what they're not doing is
15 looking at longer-term training programs that will help
16 an individual truly take their skills to the level that
17 will allow them to earn a sustainable living for their
18 lifetime and for their families. And so, the reward
19 system for the service provider is that as many people
20 as you can put into a job, no matter what the quality
21 of the job, no matter whether the person is interested
22 in that job, we will reward you.

23 And it's not necessarily, I guess, a reward
24 as much as it's a fear of being audited and being
25 deemed unsuccessful in using the dollars. Because it

1 is riskier to put someone into a long-term training
2 program, particularly someone who qualifies fully in
3 the first place.

4 I think part of the challenge with that is
5 the governance structure, and I agree that in 1998 it
6 was a good idea to take the ACPA, dissolve it, and say
7 we've got a system that doesn't appear to be working.
8 But at that same time, what I saw was in Oklahoma, they
9 were saying let's create it from the local level up,
10 and let's make sure that we have a majority of our
11 local boards that are -- and we don't have local boards
12 anymore -- but regional boards that are employers.

13 Well, that's great from the standpoint of
14 understanding where the job demand is. It's not great
15 from the standpoint of having people who know how to
16 get individuals from where they are into those jobs.
17 And through -- because it's a bureaucratic system, like
18 we all are in government, employers won't hang around
19 and so we've got a huge number of -- amount of turnover
20 in the individuals from the employer's sector that are
21 willing to stay on our boards.

22 So each time someone new comes in, we're
23 trying to reinterpret to them what the purpose of the
24 funds are, what the program looks like. And so, it's a
25 constant churn, and we don't have any consistency.

1 Another issue that I get concerned with is,
2 is because of the way in Oklahoma we're structured. We
3 have a State board. We have regional boards. The
4 regional boards have to put out RFPs for fiscal --

5 DR. DANN-MESSIER: Well, do your WIBs?

6 OK: Yes. Have to put out an RFP for the
7 fiscal agent and an RFP for the service providers. And
8 so, it's kind of the low-cost best bill, not who's most
9 qualified. And then the service providers then are the
10 ones who deem when an individual walks in what's best
11 for that individual.

12 And so, to me, the educators -- and we don't
13 know what's best for all people, but we have more
14 experience. We're not at the table a lot of the times
15 when an individual meets the career guidance and the
16 plans of study, the counseling. We're not at the table
17 when the service provider says, you know, if you're
18 eligible for Pell, we can't use WIA funds for your
19 training dollars.

20 And I don't think that's right, but I think
21 that's how it's interpreted. And so --

22 DR. DANN-MESSIER: Is that your One-Stop that
23 you're finding the staff of --

24 OK: It's through a third-party service
25 provider.

1 DR. DANN-MESSIER: And the One-Stop is a
2 third-party provider? But what about your One-Stops?

3 OK: The One-Stops, I think, are as
4 frustrated with the process as the educational partners
5 are.

6 DR. DANN-MESSIER: Do they have the skills?
7 Do the staff at the One-Stops in Oklahoma have the
8 skills to do this educational training, educational
9 guidance and counseling?

10 OK: Not always. They have a lot of turnover
11 as well.

12 DR. DANN-MESSIER: So what are they
13 frustrated about, the One-Stops?

14 OK: Well, I think it's just the One-Stops,
15 they end up seeing the same unemployed individuals
16 again and again and again because they're placed in
17 short-term, minimum wage jobs. And so, it's possibly
18 stating to some of those same individuals that if they
19 had access to longer-term education that truly met
20 their developmental needs as well as their job training
21 needs, I think it would be a much more successful
22 program.

23 DR. DANN-MESSIER: Yes?

24 MN: I'm from Minnesota.

25 DR. DANN-MESSIER: And were you a TRIO person

1 as well? I saw you clap when I mentioned TRIO.

2 MN: Yes, I've gone through TRIO as a
3 student, and I still work in TRIO.

4 DR. DANN-MESSIER: Oh, that's wonderful.

5 MN: So that's --

6 DR. DANN-MESSIER: And you're from Minnesota?

7 MN: Yes. I have really done WIA as well as
8 TANF. They're not coordinated truly for self-
9 sufficiency and preparing people through career
10 counseling and education and training to get that end
11 product, not just being productive citizens because
12 that could be subjective when you define terms as to
13 what that means.

14 But I think the program of study model really
15 provides some flexibility, whether you're working with
16 adults or ages 18 through 21 or high school students or
17 middle school, to really understand how to plan out
18 that path of what it is that they have their interest
19 in, what kinds of career do they want to have. And if
20 they decide they didn't like that career, being able to
21 understand where their skills can move you into
22 something else.

23 And I think that the Workforce Investment Act
24 and the workforce centers have a very important role to
25 play, but in addressing the question of ages 18 to 21,

1 I really think a shared vision model with the
2 Department of Labor has some very important components
3 of it.

4 DR. DANN-MESSIER: Do people know what that
5 is?

6 MN: I think that's very important. I don't
7 know if --

8 DR. DANN-MESSIER: Why don't you share with
9 them? Why don't you talk about that?

10 MN: The idea is to work with ages 18 through
11 21, I believe, the neediest youth, and that could be
12 foster children. They have a lot of needs and gaps
13 that are not addressed, and they slip through the
14 cracks. It could be youth that are coming out of the
15 correctional system. I think the States who are
16 participating in the program have some flexibility to
17 define who they want to target within the neediest
18 youth.

19 DR. DANN-MESSIER: And that's a Labor
20 program?

21 MN: That's through Department of Labor, and
22 I think the success of that program is you'd be
23 bringing a lot of different partners to the table at
24 the beginning and have some conversations about what it
25 is that you do, what kind of services you have, how can

1 we coordinate this? And the idea in Minnesota is
2 develop some kind of a plan, and these different groups
3 that we want to target and share some resources and
4 some information and start building some type of
5 coordinated effort to work with 18 to 21.

6 But it really can span to adults and those
7 youth before they get to --

8 DR. DANN-MESSIER: So if you're in -- you
9 might want to ask if your State is participating in the
10 shared vision program. And did you have some comments
11 you wanted to make other than that?

12 MN: I think that those two models, I think,
13 would be really helpful. But I keep thinking that
14 we're forgetting the end product, that this is about
15 these people that need services to be productive and to
16 be successful. And productive to me means, whether
17 it's Workforce Investment Act, whether it's TANF,
18 whether it's Perkins, the whole idea is supposed to be
19 self-sufficiency, and I think we keep missing the
20 point, whether we're teachers, administrators, or
21 whatnot. And the Workforce Investment Boards and the
22 advisory committees that are required under Perkins I
23 think have a very important role in terms of
24 coordinating and sharing of information. So that's my
25 two cents.

1 DR. DANN-MESSIER: Thank you. That's great.

2 FEMALE SPEAKER: I think that the Workforce
3 Investment Act needs to put as a major component a
4 mentoring piece. I think that in any of the programs,
5 we're finding that our young people are coming to the
6 table with a lot of issues that have nothing to do, per
7 se, with the skill that they're learning or their
8 academics. They just need the mentoring from someone
9 who could help provide some additional guidance. And
10 so, I think that needs to be a major component.

11 DR. DANN-MESSIER: It's not happening now?

12 FEMALE SPEAKER: Not as a major component,
13 the mentoring piece. I mean, it's something that
14 people say, well, we need to go find a mentor. They
15 may. They may not. I'm saying I think it needs to be
16 an actual component, the mentoring piece.

17 DR. DANN-MESSIER: Yes?

18 MN2: I'm also from Minnesota and sort of on
19 one of our regional boards.

20 DR. DANN-MESSIER: On the regional workforce
21 board?

22 MN2: Right.

23 DR. DANN-MESSIER: Oh, great.

24 MN2: Regional workforce development comes
25 from also a Perkins coordinator for our region, and I

1 agree that we need to work more together on these
2 initiatives. One of the big concerns that I've been
3 seeing is, like you mentioned, our high school programs
4 are going away. There is nothing there for students to
5 have, and that's an economic issue in most cases.

6 But I also feel that the No Child Left Behind
7 has worsened that situation because the demand for the
8 academics is the priority in the schools, and nobody
9 wants to be on the adequate yearly progress list, and
10 we're all going to be there. I mean, that's a reality.

11 And so, we really have to focus because these
12 are the students that are also decreasing those scores
13 on our AYP accomplishments. But we don't have the
14 background there, and then if they are in the summer
15 youth program and some of the WIA programs, the labor
16 that they are doing is meaningless labor. In the
17 summer time, they're washing the school lockers and
18 this type of thing.

19 One of the good things that we have done at
20 some locations is have work teams, and you try to -- if
21 you're going to do painting a building, you figure out
22 how much paint you need for this much and what is it
23 going to cost and those types of things. So I
24 personally would like to see something that helps
25 assess their abilities and work with the programs of

1 study.

2 The other thing in Minnesota is we have such
3 a lack of counselors in our districts, and their
4 primary role is now assessment, not how do we prepare
5 students for the future. And to be honest with you,
6 they are thinking of the 17 percent, not the 83
7 percent.

8 And so, I think we can work together because
9 in our State, we have some great things happening
10 within WIA as far as the counseling and so on and so
11 forth. And there are some ways that maybe there should
12 be some things, and I know Perkins in Minnesota, we
13 have to say how are we working with WIA, and maybe it
14 also needs to be --

15 DR. DANN-MESSIER: The other way around?

16 MN2: Right. Both of them.

17 DR. DANN-MESSIER: Thank you.

18 Yes?

19 MN3: The only other thing I could think of
20 that I would like to ask for consideration when
21 revamping WIA [inaudible] is more focus is put on money
22 for employability skills and work readiness skills
23 because right now we're -- I taught under a
24 multimillion dollar WIA grant, and there was plenty of
25 money [inaudible] there was no money for teaching "soft

1 skills," we call it in our program.

2 DR. DANN-MESSIER: That's your point, too.

3 MN3: This is what this gentleman was talking
4 about.

5 And so, we had to offer that. We had to go
6 out and get United Way funding to pay the instructors
7 to come in from the workforce and teach our students
8 how to show up for work. And that was just, to me, it
9 just was wrong that we had all this money to teach
10 basic skills or content skills, but there was no money
11 available through the WIA to teach work readiness
12 skills.

13 DR. DANN-MESSIER: Thank you.

14 DC: Just a couple of things. Make sure that
15 the funding gets where it is supposed to go. That's
16 number one.

17 DR. DANN-MESSIER: You know, I am surprised.

18 This is really the first time funding has come up. In
19 other sessions, it's always funding first.

20 DC: Well, yes. Make sure it gets down to
21 the student level. That's basically what I'm getting
22 at. And then what I find is that in programs, because
23 of the way it's set up -- budgets and stuff -- you put
24 an order for something this year, and you might get it
25 a year or two later. And by the time the student has

1 gone through your program, they're already outdated 5
2 years behind the industry, which means that they're way
3 behind in terms of what you're preparing for.

4 So ensuring that the funding gets down to the
5 student level and ensure that there is a guaranteed
6 budget of 3 to 5 years out that if you're going to have
7 that program, then it's funded, and you know that money
8 is there instead of fighting every year whether it's
9 going to be there or not. I think that's very
10 important.

11 And I could go on and on, but you know, I
12 think you've heard enough from me.

13 DR. DANN-MESSIER: Sir?

14 AR: I'm a JAG specialist at a high school in
15 Arkansas. JAG is Jobs for America's Graduates. We've
16 got 25, 26 studies.

17 We work with our local WIA funding or WIA
18 board and are very successful. In the aspect of
19 placing or trying to place students in careers they're
20 interested in, we're using the Kuder test, which is a
21 very good assessment, and try to place them in that
22 area.

23 One thing I found, we are very rural, and
24 sometimes it seems like -- and I know we're a minority
25 as far as where the funding is going to. But I think

1 in terms of flexibility, a lot of funding seems to be
2 geared to inner-city, and that's where the larger need,
3 I'm sure, is. But I don't think there is flexibility -
4 -

5 DR. DANN-MESSIER: What State are you from,
6 sir?

7 AR: Arkansas.

8 DR. DANN-MESSIER: Arkansas, thank you.

9 AR: I don't think we have the flexibility
10 because we don't have a lot of inner-city problems.
11 And --

12 DR. DANN-MESSIER: But you have your own
13 problems in the rural?

14 AR: We have our own problems, but sometimes,
15 you know, these fall through the cracks because we
16 can't serve them because of the criteria that's been
17 set forth. So I think there needs to be -- and we
18 cooperate very well. Like I say, I'm kind of -- I'm
19 listening here, and I'm probably on the more grassroots
20 level, working with students.

21 But we use a lot of the funding to put the
22 students to work, and we make sure, you know, our goal
23 is to put them there in hopes that they would then go
24 on to school and maybe keep working there and see
25 whether or not they like that. It's something they

1 like. And a lot of -- a lot of whom we place, they
2 stay there. And then they go to part-time school,
3 postsecondary.

4 But I think the big thing from the funding
5 standpoint from us is a little more flexibility in the
6 rural areas to meet our need.

7 DR. DANN-MESSIER: Thank you, sir.

8 Well, let me then go to these folks who
9 haven't said anything yet. Thank you.

10 CO2: I wanted to echo [inaudible] Arkansas
11 with the flexibility on the smaller, rural areas.
12 Colorado, myself to southwest Colorado. We're 8 hours
13 from Denver. Our whole county is about 6,000 people.
14 So that probably takes up one whole corner of Tennessee
15 here.

16 And \$11.50, I believe, is the eligibility as
17 far as criteria for salaries, \$11.50. In our area,
18 those are pretty hard to come by, and I think that's
19 exactly what he was talking about, the flexibility.
20 Give us something that we can be a little more flexible
21 with those kind of salaries to get more employers to
22 buy in and work in with us on that.

23 Aligning with career and tech ed, with the
24 high demand, the high skills [inaudible] high-wage job
25 is another huge one for us that our office is real

1 frustrated with, that the student is out there with a
2 minimum wage job. They don't fit the criteria then.
3 So -- and I've heard that said from several States
4 here. If you give those students more help to where
5 they can get into a sustainable job for a family
6 [inaudible].

7 DR. DANN-MESSIER: Thank you.

8 CO3: I am also Colorado, but I am the
9 southeast corner. So opposite of where Ed is. And our
10 vendor, our WIA vendor is a contracted vendor, and they
11 are really motivated by the performance metrics. And
12 so, they don't get reimbursed unless they make their
13 whatever that it's called, that we make their
14 standards.

15 So the changes that have come in the younger
16 youth, which now say that you have to be either that
17 placement only counts if they move into postsecondary
18 work or military. So what has happened is they are no
19 longer working with our 14- to 17-year-olds. They're
20 only primarily working with seniors in high schools.
21 And so, and seniors in high school kind of have an
22 attitude. So it's not working --

23 [Laughter.]

24 CO3: It's not working as well as when we
25 were able to work with the younger youth. Then when we

1 work with the older youth, there are also issues, and
2 they get to be the focus, but they need -- most of them
3 have been dropped out of school. So they need
4 additional services that are not always connected with
5 the school, and they really are not available in our
6 area.

7 And with the adults, at least that's the
8 language we use, in our area, they are only allowed 9
9 months of training. And so, what is happening is they
10 are picking up people who have already gone through a
11 semester or two or year or two and picking them up so
12 that they can count the placement, which is wonderful.

13 But there are all those people who are not receiving
14 these services.

15 So it's kind of like TANF, when we used to
16 have the jobs program and could do 2 years of training
17 and support services. We really have gotten everything
18 has to be fast, which is not really relevant. I work
19 with a community college, and our remedial or our
20 developmental rates are extremely high, and we cannot
21 move students through in the timeframe that we need
22 them to, but the legislation is saying we need to do.

23 And so, we're missing probably the most
24 [inaudible] assistance. It's the ones that probably
25 would make it without the additional support of WIA,

1 but because of the way the rules are for it to meet
2 that performance metric, we're not addressing those
3 students.

4 DR. DANN-MESSIER: Thank you.

5 Yes, sir, go ahead.

6 CA: I kind of have to turn my hat around
7 from being a CTE educator to also sitting on the local,
8 the regional workforce board --

9 DR. DANN-MESSIER: Great. Great.

10 CA: -- and youth council. In talking to
11 many of our program operators and the fiduciary agency
12 that handles a lot of the funding that comes through
13 Sacramento, one of their big ideas that came to them is
14 that they would like to see narrower or fewer numbers
15 of subprograms. Basically, programs that work and fund
16 them well, instead of picking 30 things and funding
17 each one with a little bit.

18 Because by the time the money hits the local
19 end-user, it's just diluted to the point where it's not
20 effective, and it's all -- you know, I mean, these
21 programs are relatively staff intensive because of the
22 fact that the population you're working with and, I
23 have to say it, the extreme amount of time it takes to
24 complete the required documentation on every student.

25 My counterpart, who is coming to the

1 afternoon session if she feels better, brought a file
2 with her for the 8-week summer youth program and
3 deleted out all the pertinent information. I'm not so
4 sure she was going to get past the 55-pound bag
5 limitation when she put it in her suitcase.

6 [Laughter.]

7 CA: I mean, it is a monster file, plus
8 additional documentation that was done online on
9 computers. If we didn't have that horrible documenting
10 piece of it, then the people that I hire to work with
11 the youth in the summer could spend 60 percent of their
12 time with the youth, not with the paperwork. And I'm
13 probably being very, very conservative saying that it's
14 60 percent of the time documenting and 40 percent with
15 kids.

16 DR. DANN-MESSIER: So how do you deal with
17 the issues around accountability, though? When people
18 are asking for more flexibility and the documentation
19 is so burdensome, then you hear the counterpoint around
20 accountability. So how do you address that?

21 CA: It has to be authentic accountability.

22 DR. DANN-MESSIER: Okay. Okay, that's good.

23 CA: You can't be counting placements,
24 paperwork that's completed, files that are completed.
25 It has to be where did this young person start and

1 where did they finish in that 8-week period program.
2 Are they on their way to a long-term goal? You know,
3 you can't put anywhere a successful completion by
4 saying that this is a little bitty piece of a long-term
5 program. There is no successful itty bitty piece
6 checkbox.

7 So I think that that needs to be considered
8 very carefully, and our keynote speaker was so eloquent
9 about telling stories. You have to be able to tell
10 stories because they are the ones that some of the
11 things you hear by the end of the program are
12 absolutely just fascinating and interesting, and that's
13 where you get the value of the program.

14 You don't get anything -- that document
15 holder tells you absolutely nothing about what happened
16 to that young person during this experience. You talk
17 to the young person. You get the story.

18 MALE SPEAKER: At the local level, at the
19 school level, we have that kind of documentation. We
20 can help you with that. So if the WIA boards are
21 working with the school --

22 DR. DANN-MESSIER: Oh, that's interesting.

23 MALE SPEAKER: -- district, we can provide
24 that information.

25 DR. DANN-MESSIER: Yes?

1 FEMALE SPEAKER: But there's no such
2 documentation in postsecondary. There is at the
3 elementary -- or I'm sorry, the secondary school level.

4 But in postsecondary, we have to have just a
5 checkmark, did you get a job? Did you have a placement
6 for the student or not? Is that student working in his
7 or her field for which the student has received
8 training?

9 It's just did you get a person in that job
10 following 90 days, 180 days out, and see if they're
11 still working.

12 DR. DANN-MESSIER: But, sir, what about the
13 FERPA regulations? Wouldn't that prevent you from
14 giving that information to the WIA board? Aren't there
15 the privacy concerns?

16 MALE SPEAKER: Obviously, that issue is there
17 until all the problems can be solved. If it becomes a
18 better way of serving, then we'll have to do it. I do
19 know that they tend to change regulations and allow
20 things to go. It might be a parental or a release form
21 like we do with pictures or that type of thing.

22 DR. DANN-MESSIER: Thank you. Yes?

23 AR: JAG has a very intense electronic data
24 matching system, and I find that a lot of times when
25 give my information to my WIB, they have to turn around

1 and copy it and put it in their own forms and
2 everything, which is pretty much what he's talking
3 about. If they would accept, which is basically -- if
4 you'll look at the guidelines for JAG and WIA, they're
5 almost identical. And that would save a lot of the
6 paperwork you're talking about and the documentation
7 because most of my JAG students are WIA certified and
8 just accept what I'm doing is documented. We're signed
9 off on it and rather than them having to duplicate it
10 into your own file.

11 DR. DANN-MESSIER: That's great. Thank you.
12 Yes?

13 UT: There are FERPA issues. I think that's
14 something that needs to be addressed. But just
15 something to consider with the longitudinal data grant
16 out of the stimulus money that was due the 19th, but
17 now it's been extended, and also with Race to the Top.

18 I would -- and it's just me. I would be surprised if
19 the department, through the Department of Education, in
20 all these grants is looking at P-20 longitudinal data
21 systems, and in Utah, we've done quite a bit.

22 We have a unique student identifier, and then
23 we have Perkins and we have to flip over to the Social
24 Security. But I wouldn't be surprised if in 5 years
25 that we are able to share much more between our Labor

1 as Department of Workforce Services [inaudible] as well
2 as the adult because they collect all the employment
3 records. We report that program.

4 Anyway, I've been in a lot of these
5 conversations with the grant we're writing now, and as
6 we anticipate Race to the Top, the criteria for that is
7 very interesting. So I just kind of throw that out as
8 something to chew on, and maybe there may be some
9 breakthroughs. But there definitely are FERPA issues,
10 but our attorneys and such have been to national
11 meetings. They aren't as big of a roadblock as we had
12 thought in the past.

13 DR. DANN-MESSIER: That's great.

14 UT: So I don't know if any other --

15 DR. DANN-MESSIER: They were talking about
16 that, but at the Federal level.

17 CO: Yes, I just wanted to comment on that
18 because some of the longitudinal systems that interact
19 between different agencies, they don't -- you don't
20 import their entire educational record into that
21 central database. You just take whatever piece of data
22 they need for that central piece and protect the
23 privacy of the record, in fact, and that stays in
24 Education.

25 So I think you're right. I totally agree

1 we're moving in that direction.

2 UT: And you know, with Perkins, we've been
3 working to get that data forever and ever and ever.
4 But as we work with our college and career readiness
5 pieces and we work with our P-16, our colleges really
6 want to know more about that student that's coming
7 across.

8 And there are some things we may do more --
9 you can do a lot of things if it's in the name of
10 research. You can do a lot of things if it's not an
11 individual kid. So we're looking at a lot of -- host
12 of things. But for some of these individual kids who
13 qualify -- I'm saying kids, but they need to be 21 in
14 order to [inaudible] -- I think we may see some
15 breakthroughs.

16 DR. DANN-MESSIER: Good. We have a half hour
17 left. So now I really want you to think outside the
18 box. Think boldly. There isn't a system that exists
19 right now. So what do we need in place to serve the
20 student successfully?

21 FEMALE SPEAKER: We need to serve all
22 students, not categorizing according to needs. But all
23 students need the same thing, and our country needs all
24 students to have the same skills if we're going to
25 remain competitive in the world market. So we need

1 something that serves all students at all levels.

2 DR. DANN-MESSIER: Yes, please.

3 FEMALE SPEAKER: I think it's just vitally
4 important that we can do all this filtering and so
5 forth, but if -- I know that we've mentioned the
6 employability skills. But if our kids don't honestly
7 know them, and we all take it seriously that they will
8 know them, it doesn't matter how much we teach them.
9 Because if they can't get along with people and they
10 can't function in the work world, it doesn't matter
11 what kind of premier education you gave them.

12 And I think sometimes in the past, we're all
13 talking about all these years of teaching ourselves,
14 and that was always stuff that we did and so forth, but
15 it wasn't always the most important. Sometimes they
16 may be stovepiped. And you're asking us to really
17 think outside the box and say, "Hey, what's really
18 important?" I think that has to be a main component
19 that we say it's important, and everybody needs to do
20 it.

21 You might decide what percentages you would
22 like to be different, but I think that is one of the
23 most important things that we can honor our kids when
24 we are teaching and our adults.

25 DR. DANN-MESSIER: You haven't said anything.

1 Would you like --

2 FEMALE SPEAKER: No, thank you.

3 DR. DANN-MESSIER: Okay. Sir, please?

4 MD2: I represent industry with the HVACR
5 industry.

6 DR. DANN-MESSIER: Great.

7 MD2: And both on the [inaudible] side as
8 well as the whole area, and I am the director of
9 education for a trade association that's worldwide.
10 I'm also involved with schools as far as I am an
11 instructor at a local community college in the Maryland
12 area.

13 And we do -- as part of my requirements of
14 people and curriculum [inaudible] we try putting out as
15 an industry, and we do assessments and job task
16 analysis. And I can tell you from the manufacturing
17 level to the HVACR installer service tech, maintenance
18 guy and everything, soft skills and the ability to talk
19 and listen is the biggest thing. I don't care what you
20 all do to get them to that level, but if you don't get
21 them to that level, industry just pushes them away.

22 So now you're taking somebody from a minimum
23 job, and this gentleman is -- okay, somebody coming out
24 of a secondary school with some education and
25 everything in the Washington, D.C., area in the HVACR

1 area will make somewhere around \$13 to \$15 an hour.
2 And if we can move it to the next level, and I was
3 listening to what you were saying. But for instance,
4 in Washington, D.C., if you have a student that's going
5 to go for a 4-year college, they can come from Maryland
6 and get some financial help, and Maryland accepts them
7 as an in-State person. If you want to send them to
8 community college, there is absolutely zero help.

9 So we're taking these students that are
10 coming out of these programs, that community colleges
11 and workforce development and continuing education I
12 think would be perfect. But they can't get any
13 financial help. They don't have the ability to get the
14 money from their employer. And I'm sitting here
15 because I want to see how industry can help.

16 DR. DANN-MESSIER: And so, what do you --
17 what do you suggest? What's your out of the box
18 thinking about how industry can help?

19 MD2: My out of the box thinking is -- how
20 industry can help?

21 DR. DANN-MESSIER: Mm-hmm.

22 MD2: Well, there's lots of ways. I give
23 away millions of dollars' worth of equipment, and I
24 have schools tell me that they can't accept it as in-
25 kind donations to use against funding that they have to

1 buy the equipment so they can buy something else, you
2 know?

3 Industry is out there, but every time we get
4 students that show up that's not the ability to go to
5 work, the ability to get transportation to where they
6 need to go to, and everything is not there, you know?
7 They're going to stay in the minimum job, or they get
8 frustrated and they leave. And it's a shame because
9 there's a lot of students out there that do it the
10 right way.

11 One of the jobs that I do at the community
12 college is in math. Is I take the students that come
13 out of programs, I throw at them all the math that they
14 think they've learned, and I show it to them where that
15 math makes a difference in the industry they're looking
16 at. What does that fraction really mean?

17 And if I show them to an electricity and
18 Ohm's law and why they need to understand that just
19 instead of putting something on a board and saying here
20 is the math you're going to need to know, it makes a
21 big difference. We need to reach out to the industry,
22 the trade associations, your local trade associations.

23 In 2 weeks, I'm in Oklahoma meeting with --
24 looking at accreditation of their school systems from
25 one of the accrediting bodies that we have in the

1 industry so that we can get them into a track of what
2 the industry says it needs and show them how we
3 financially can help them.

4 DR. DANN-MESSIER: That's wonderful.

5 KY: See, that's what we're doing is a
6 sector-based approach.

7 MD2: Right.

8 KY: When you have them at the table talking
9 about what it is that they need, and it doesn't -- and
10 there is not boundaries by local municipality, State,
11 but you're looking at a sector approach, a lot can be
12 done.

13 MD2: I'll tell you, I'm involved in this
14 apprenticeship program, and part of the apprenticeship
15 program through the Department of Labor had 20 hours of
16 communication skills was the requirement. We put in
17 there, we were waiting -- this would go into a year and
18 a half, and it just got approved to change it from 20
19 hours to 40 hours because that's what they need. They
20 need to be able to communicate. They need to
21 understand, and we're just falling down.

22 DR. DANN-MESSIER: Thank you.

23 Okay. Out of the box, yes?

24 UT: I'm still trying to fix a problem I
25 brought up at the beginning. So this isn't out of the

1 box. But at the State level where I am, we do have
2 some checks and balances [inaudible] the policy, but
3 the reality is it's just kind of in paper in a lot of
4 ways that we've collaborated or whatever. But at the
5 local level is really where -- and I don't know how you
6 legislate or mandate a counselor from a high school to
7 get together with the WIA folks. How do you mandate
8 that?

9 I mean, I get email, "We need your
10 superintendent's signature on this so we can send this
11 grant to the Feds." And I mean, in reality, that's
12 kind of the collaboration we have at the State level.
13 We do get along really well, and we're working as hard
14 as we can. We just don't have a lot of time. We have
15 some of those checks and balances where at least I have
16 to see the grant before I get my boss to sign it and
17 all the stuff.

18 But at the local level, and this isn't
19 outside the box, but how do we fix that lack of
20 coordination between all the stuff that we are trying
21 to do, and I'm both CTE and adult ed. We have close
22 relationships, but I just have horror stories at the
23 locals about what's not being communicated. So what
24 kind of mandate for coordination?

25 And then outside the box is I think the

1 requirements, some of our providers are excellent.
2 Others, I don't know how in the world they get through
3 those [inaudible]. But I said at the beginning, I'm on
4 that State council because my boss can't go 90 percent
5 of the time. And here comes all the applications for
6 the training providers. I sign off on it, but I don't
7 have any input from the beginning.

8 And then I talk to my districts, and they
9 say, "Do you know who that is? That's so and so in
10 storefront. That's the nail tech." And that's the
11 placement.

12 And how can we solve -- I mean, that's not
13 outside the box, but the compliance stuff. That's
14 where we really see some of the heartburn. And then I
15 see the taxpayers' dollars just going, and if I could
16 have that \$3,000 to do whatever. And gosh, it just
17 goes on from there. But those are -- and I said that
18 from the beginning. It's not outside the box, but how
19 do you -- because there is good stuff that's what we
20 know works, but there are some loopholes that provide
21 really crappy pieces.

22 DR. DANN-MESSIER: Thank you. Yes, sir?

23 MALE SPEAKER: I think we have to look at it
24 from the student point of view, too. If the students
25 do not want this job training, whatever, it's hard to

1 make it work. So we need to identify programs that
2 allow the student input so that the student can say "I
3 want this," and then we have to be able to satisfy the
4 mechanism for their wants.

5 And I think there are programs out there that
6 do well to inspire kids, to make them want to work and
7 succeed, and we're blocked.

8 CO: I just wanted to share with you a little
9 bit of how I got involved with the workforce investment
10 and because I think that might just give a different
11 perspective. I was an educator, and I was a special ed
12 teacher. Then I became the CTE coordinator for the
13 largest school district in Colorado.

14 And my supervisor encouraged me to
15 participate in the workforce in the youth council, to
16 sit on that. And with that duty, the person that was
17 in charge of the youth programs, we developed a
18 relationship through that youth council. And it was
19 around grants that she could receive.

20 And one of the things that they did was
21 through one of the Peyser-Wagner grants. And they took
22 some of their youth council to one of their
23 conferences, and that was where I really learned to
24 understand how the workforce centers worked and what
25 regulations they needed.

1 And at first, it was really difficult to be
2 at that conference because I didn't really understand
3 how the workforce worked. But I think through
4 understanding that, then working on the grants together
5 we could see where we really overlap. But the two
6 systems are so different.

7 And you know, wouldn't it be good if a
8 student needed to stay in school, and counselors work
9 with kids all the time. If they had a student who
10 didn't have the bus money to get to their career and
11 tech ed program, and that's the only thing that is
12 keeping that kid from being successful, wouldn't it
13 make sense that the workforce center could help provide
14 the transportation?

15 So we had to really get to that level to
16 understand each other's work, and it wasn't that it was
17 a lot of money. But that was just one example. And
18 that made a difference in our working relationship.

19 DR. DANN-MESSIER: Thank you.

20 Sir, you haven't said anything. Would you
21 like to add anything?

22 MALE SPEAKER: Oh, I'm really here to learn
23 more than to contribute. I also work with a trade
24 organization that serves the custom electronics design
25 and installation industry, and we've recently kind of

1 come into this channel with certification of --
2 training module and certification for young people to
3 be certified as entry-level electronic systems
4 technician.

5 And this is a foundation that will feed a
6 number of different verticals -- audio/video,
7 commercial, residential, green building, energy
8 management, solar. All these different industries.
9 And so, I'm really here learning about kind of how this
10 channel works.

11 Actually, [inaudible] has been working with
12 us over the last year. A lot of really good,
13 interesting things here. And my dad, who is a retired
14 principal and teacher, would be proud of you.

15 [Laughter.]

16 DR. DANN-MESSIER: Sir, do you have anything
17 to add?

18 NE: I'm Marty Meltz. I'm from the State of
19 Nebraska, and I work for Omaha Public Schools. I
20 coordinate all of our career education programs. I
21 also recently started on the Workforce Investment Board
22 for [inaudible]. But the first thing I was amazed is,
23 my God, the amount of paperwork on these students. You
24 talk about 60 percent. I don't know who would want to
25 do that for that chunk of change.

1 The other thing, the intake process. I'm
2 really alarmed at it's in my list of out-of-school
3 youth from 14 to 21, that they're almost encouraging,
4 or at least our folks, the alternative -- the GED route
5 rather than a traditional high school diploma. And
6 like the gentleman from Oklahoma said, I think it would
7 be well worth the intake process, I think, needs to be
8 reviewed, and at least where I'm at, there isn't a
9 counselor and educator.

10 I mean, I asked the other day if they
11 actually -- a 16-, 17-year-old student, have you
12 reviewed their transcripts? We need 49 credits in our
13 school system to graduate. Some of these kids might be
14 walking in there with 46, 47 credits and need a class
15 or two for a high school diploma, but I think they're
16 being pushed the other direction. So that's one of the
17 things [inaudible].

18 DR. DANN-MESSIER: Great.

19 Yes?

20 CO: This is one of the eye-opening things
21 for me in the last few years. I had a family member
22 who had experience with the Federal court system, and
23 he was convicted of a felony, well educated, and every
24 -- he could not reenter his profession. And there were
25 absolutely no resources that were clearly available to

1 navigate into a new set of skills.

2 And so, we often think of people that have
3 been convicted of felonies, and fortunately, he wasn't
4 incarcerated. But we think of people who are
5 incarcerated or have felonies as only low-skilled, who
6 have had chronic problems with the legal system. This
7 was kind of a mistake, a clear mistake, but there was
8 no real way for him to be re-skilled that he could see.
9 He was a middle-aged guy.

10 So somehow, and this -- just that's a looming
11 problem is millions incarcerated right now. I don't
12 know how many millions have felonies that are out of
13 prison. But there is a whole talent pool that we don't
14 really have any way of reconnecting with the labor
15 market, except for just low-skilled restaurant jobs or
16 manual labor jobs.

17 DC: Again, let them -- you've got to look at
18 the No Child Left Behind law. You've got to look at
19 that. You've got to look at that in terms of career
20 and technical education because it's killing us across
21 the board. It's killing us in terms of the credit
22 units you have to have.

23 And then mostly, the CTE courses are offered
24 as electives. So most people, most students are so --
25 and there is nothing wrong with [inaudible] you're

1 going to college, especially in certain communities
2 where, you know, you may be first generation going to
3 college and this and that. And a lot of times, again,
4 they get there, and either the first semester or first
5 quarter or less than a year, they're back home. They
6 don't have a skill because they didn't have a trade or
7 some type of technical education. So they don't have
8 anything to fall back on. They fall back on a minimum
9 wage job. They become a statistic in terms of poverty
10 and stuff like that.

11 But if you have a skill, at least until you
12 clear your head up and find out where you're going,
13 because between 17 and 21, 22, half the time they don't
14 know where they're going anyway, most of them. So if
15 you have a skill, you have something that you can fall
16 back on, maybe making \$15, \$16 to \$20 an hour is going
17 to help you.

18 So we've got to make that part of it, and
19 it's a model that really works, you know? But that
20 integration piece. And most employers, when I've
21 testified before the city council, one of the
22 councilman's questions was how do we make this work
23 this time around? How do we make the career and
24 technical education, how do we make vocational
25 education work?

1 And a lot of industry people were sitting
2 there, and they said the reading, the math, and stuff
3 we already know. It's not being integrated because the
4 academic teacher, the career tech teacher have not
5 collaborated, sit down and looked at each other's
6 curriculum to figure out how we can give dual credit
7 for the same things going on.

8 And also help them possibly make it more
9 attractive to the community college because then you've
10 got a credit that the college will accept. So we've
11 got all these things out there, but we need to --

12 KY: Well, one of the things -- I'm from
13 Michigan, by the way.

14 DR. DANN-MESSIER: Yes, no, you're right. I
15 remember, though. Thank you.

16 KY: But one of the, I think, most crucial
17 things that career and tech ed educators have to do is
18 find a way to support the academics so that we are
19 working together and not solo. One of the things that
20 I had done was purchased -- and this is just an example
21 -- the KeyTrain. And I don't know how many people are
22 familiar with KeyTrain, but this is an online math and
23 reading support. And through some of the Perkins
24 dollars, I purchased the KeyTrain and had the specials
25 in which teachers were trained, we incorporated

1 bringing in some of the academic teachers so that we
2 had career and tech people and the academics sitting
3 together.

4 And then that's just an example. We're also
5 developing a program of study that's going to take the
6 secondary students right into the postsecondary arena
7 as well.

8 DR. DANN-MESSIER: Thank you.

9 I have a couple more. I'm not going to call
10 on you. You work for the Government, Len.

11 [Laughter.]

12 MALE SPEAKER: I think she was talking about
13 the right kind of communications between the council
14 and the schools and things. I think a lot of times WIA
15 is kind of the outsider, with the caseworker coming in.

16 If there was some way to have an in-school person or
17 something maybe, I don't know, that was a part of the
18 program. I mean like I am.

19 DR. DANN-MESSIER: So connecting, sure.

20 MALE SPEAKER: I am. So our area has no
21 problem with my students getting the information that
22 they need. But I see in our area in other schools
23 where simply a caseworker, that problem is there where
24 they can't get things. So if there was some way maybe
25 to incorporate and that someone within the schools

1 being a part of the system.

2 DR. DANN-MESSIER: Thank you.

3 UT: And this will be my last two comments.

4 DR. DANN-MESSIER: Okay, and then we're going
5 to wrap it up.

6 UT: I appreciate how you've handled all of
7 this. Just one thing I want to throw out, we've had
8 some regional groups, in their spirit of trying to
9 address out-of-school youth, try to address dropout and
10 try to take over the school system and be leading the
11 charge. And that's been a little bit tough to rein
12 them in.

13 So I don't know if other areas have the same
14 problem or are trying to address that. But WIA, you
15 grab the out-of-school youth and you work with that,
16 but to solve all education problems, that's been kind
17 of an issue in our State where we really haven't been
18 invited to the table. So I'll throw that out.

19 The last thing, and I don't know that it's so
20 out of the box. But I've worked and wrote the schools
21 work grant for our State many, many years ago. And in
22 that, when we talk about pathways, my vision of
23 pathways is very different than probably you introduced
24 it. You did a lot of pathways at your last job.

25 I think what we're talking about is doing the

1 hard work of figuring out what that pathway is, getting
2 our partners around the table and putting the meat on
3 the bones. We did a partnership with our school, a
4 work grant 100 years ago where we had adult ed. We had
5 all the school systems. We had everybody at the table,
6 and it was a mandate. It was a model that really
7 worked.

8 And one of the charges I think if we -- you
9 know, if I say "pathways," you all are going to have a
10 different view. But I do think that what we're talking
11 about is sustain students and adults through life, and
12 that is on a real pathway.

13 And we need everybody's expertise [inaudible]
14 we need the guidance counselors. We need -- and maybe
15 it's a framework of a pathway within the cluster with
16 whatever that's within some of the things we're doing
17 in schools. I'm just brainstorming, and I don't know
18 exactly where that would go. But what we're all
19 talking about is more than just one rung on the ladder.

20 It's a continuum. And how do we get a kid that's 14
21 started on that, a 35-year-old?

22 So think pathways and the framework and then
23 getting those partners to the table. I don't know how
24 we do that, but that's the vision, I think. And if
25 that's kind of outside the box, then how to break those

1 silos. So the word "pathway" -- I think, again, in
2 discussing and defining that and then [inaudible].

3 FEMALE SPEAKER: My sort of out of the box
4 thought to extend on what he's talking about, the
5 felons and other people who've had challenges in that
6 realm, going mostly to adults at this point. I have
7 always thought that if some of the WIA money could go
8 to State boards of pardon and parole to Federal pardon
9 and parole boards to [inaudible].

10 I have taught. In the program I taught
11 under, we had WIA money. And we brought in the
12 students released on probation or parole, and it
13 worked. They learned computer skills. They learned
14 customer service skills. They were employable. So I
15 would love to see it extend into those programs
16 specifically to be given --

17 DR. DANN-MESSIER: Len, what did you want to
18 say?

19 MR. LINTNER: Just some observations now.
20 One of the things that I keep hearing is that you talk
21 about CTE and then you talk about WIA, and the two
22 don't necessarily mix, and it's because you have
23 Department of Labor and Department of Education. Those
24 of us in education speak in terms of educating
25 students. Labor speaks in terms of training students.

1 The two are not the same.

2 This came to a head in School To Work a
3 number of years ago, and part of the reason School To
4 Work failed is that too many States took the labor
5 route to pull together School To Work. Education had
6 an infrastructure. They had State boards of education.
7 They had State departments of education. They had
8 local school districts, local school boards. They had
9 a structure. Labor didn't. They had nebulous boards
10 that were floating around.

11 DR. DANN-MESSIER: So are you thinking
12 outside the box here? Are you going to offer us a
13 solution?

14 MR. LINTNER: Yes. And what I would suggest
15 is that you take a look at those States where our
16 Perkins money goes to workforce development boards --
17 Indiana, Arkansas, Washington State. How do they
18 function with two pots of money coming from two
19 departments?

20 The other thing I would look at is Oregon. A
21 number of years ago, they came up with something called
22 Oregon Options, and they took a look at their school
23 districts, their counties, and tried to do something
24 different. Just take a look at all the Federal money
25 coming into that entity, and let's sit down and figure

1 out the best way to use that money so we're not
2 duplicating things, Education doing the same thing that
3 Labor might be doing.

4 How do you free up money to be more
5 productive? Oregon Options failed, but I think there
6 are certain things that have lived on from that process
7 that are still in place. Explore that and see if you
8 could figure out what is actually working when you
9 start to mix Labor and Education money. That's it.

10 DR. DANN-MESSIER: Thank you.

11 This has been an incredibly rich discussion.

12 I just really want to thank you for your candor, for
13 your examples, for your -- really for sharing the
14 challenges, but also the solutions. I have so many
15 notes.

16 I had asked Margaret to wrap up, but I need
17 to go through some of these things because I think it's
18 very important, and that's why we're transcribing it.
19 You should know every word will be transcribed without
20 the video.

21 And we have an email address,
22 wiaconversations@ed.gov, where all of the comments --
23 because if you go back and say, "You know, I wish I had
24 said," you can come back and add to it. We're
25 gathering comments from all over the country at this

1 email address, and at some point, we're going to be
2 putting it on our Web site so you can hear what other
3 folks are saying.

4 And then we are going to have folks who are
5 going to really analyze. We're going to just put the
6 raw comments on the Web site. We're not going to do an
7 analysis, but internally, we will for themes and make
8 sure that as we put the legislation together. So we
9 encourage you to continue to communicate with us,
10 wiaconversations@ed.gov.

11 You know, it's better career guidance,
12 stronger partnerships between Ed and Labor, better
13 understanding about CTE, better understanding about the
14 Department of Labor and training and education systems.

15 We certainly need more program accountability.

16 There seems to be a mismatch between training
17 and opportunities. We have to do a better job of
18 tracking our students. These are some of the things
19 that I think are really important. The lack of
20 integration and alignment, academics and CTE. We
21 really need to do a lot of cross-training and
22 professional development between the two systems.

23 There are examples, as Len said, of where
24 it's worked. But we need to actually build even
25 different models and really pay attention to each

1 other.

2 It seems to me that we also need to have an
3 awareness campaign around CTE. Some districts and
4 localities are eliminating CTE. So we want to make
5 sure that policymakers know how important this work is.

6 There are little funds at the teacher level.

7 We need to make sure that the money comes down to the
8 local level, at the teacher level. Also the fact that
9 we've got a lot of student data and information at the
10 school level that could be shared once we figure out
11 some of the FERPA and privacy laws, which I think
12 that's something we could tackle, don't you? We're all
13 very smart people here.

14 We need to have a seamless system, really
15 eliminate duplication. We need to think globally, have
16 global solutions. Research-based models, specifically
17 around career guidance. Of course, lots of folks
18 talked about the program of studies and how an
19 important model that is, and maybe even redefining
20 career pathways to a larger vision.

21 The success measures in the system favor the
22 short term, not the long-term solutions that so many of
23 our students and adults who are low skilled, they then
24 don't get served by the system well because people want
25 to just go up on a box if they got a short-term job.

1 And so, we need to really look at that. We need to
2 really reward long-term student success is what I heard
3 from folks.

4 Educators are not always at the table. Seems
5 like many of you are, and I was very encouraged to note
6 that many folks are sitting on their WIB boards. I was
7 really happy to hear that. How many here are
8 educators? Raise your hand.

9 [Show of hands.]

10 DR. DANN-MESSIER: Of the educators, how many
11 of you are on the WIB board?

12 [Show of hands.]

13 DR. DANN-MESSIER: That's really good. I'm
14 really encouraged by that. That's really wonderful.
15 So maybe there are opportunities for others to get
16 involved.

17 Trade association involvement, employer
18 involvement, absolutely crucial. We can't be building
19 systems that doesn't have the employer at the table and
20 really speaking about the skill sets that our students
21 need, and that's extremely important.

22 And the 21st century skills, the soft skills,
23 the employability skills have got to be central to
24 whatever training and education opportunities we have.

25 Not only coordinating between WIA and Department of

1 Education, but TANF. We need to really include other
2 bureaucracies, really.

3 I am about to convene a group of Department
4 of Labor, HHS, the White House Domestic Policy Council,
5 and other even internal offices so, in the Government,
6 we can begin to talk about these issues. And I
7 actually offered to chair it with jNotes, and then the
8 White House Domestic Policy Council said, no, no, we
9 want to be involved, and I said that's wonderful. I'd
10 be happy to have that level of interest and engagement
11 in this work, and I'm sure you're all happy about it,
12 too. Because then we'll come up with some bold
13 solutions, and we'll have the support that we need.

14 No Child Left Behind is a real stumbling
15 block. I understand that, hear that. The whole issue
16 around summer jobs was really, really important. How
17 inappropriate the placements are, how it's really just
18 about the placements and not about the career goals of
19 the student. I think that's really very, very
20 important information.

21 The lack of counselors or the high number
22 even the counselors have for students, and they
23 sometimes help the 17 percent as opposed to the other
24 students that really need the help. It was like that
25 when I went to school. It hasn't changed much, the

1 model that they were focused really on.

2 That's their success is determined by how
3 many folks got into the really good colleges and
4 universities, how many got into the [inaudible]
5 university. It didn't really matter about the ones
6 that really needed the help. It seems like not much
7 has changed.

8 Flexibility in the law seems to be really a
9 recurring theme, and I think that's very, very
10 important, whether it's with job placement, credit that
11 folks get, that you want flexibility with how the money
12 is spent in your area. Sector approaches are
13 important. Regional approaches are important.

14 It was really interesting to hear about
15 really the middle school student, 14- to 16-year-olds
16 that are not able to be served because, again, the
17 accountability system is on short-term success, and I
18 think that's a very, very important point that you
19 raised and we really need to look at. There is a
20 creaming going on in the system. I've heard that at a
21 lot of different venues, and I'm not surprised by that.

22 Again, it goes to the timeframe needs to be
23 expanded of serving our students. We also need to have
24 a focus on out-of-school youth. The documentation, the
25 paperwork, I put here, is ridiculous. That's probably

1 too soft a word, actually.

2 [Laughter.]

3 DR. DANN-MESSIER: But I hope she didn't
4 bring her files for me to see, carried them all the
5 way.

6 CA: I don't know what she's doing with them.
7 She's carrying them.

8 DR. DANN-MESSIER: She's not here for me to
9 see them, and then she carried them all the way back
10 and forth. But you know, I think we can come to some
11 agreement around accountability without getting so
12 overloaded with the paperwork and the fact that staff -
13 - you're using staff on the paperwork and not on
14 serving the students. That's really painful to hear.
15 It doesn't make sense.

16 And then it's the after the fact
17 accountability. Again, I think that's a really
18 important point. They're not coming out when the
19 students are engaged at the work site. Maybe if they
20 saw that they were raking leaves or cleaning the
21 lockers, it would be a different matter instead of just
22 looking at the files.

23 All this stuff is so very important. I just
24 can't thank you enough for sharing these stories. They
25 are just really wonderful. The data matching has to be

1 done. Again, I know we have FERPA issues, but I think
2 we can work with the system. I really do believe it.

3 I was upset to hear that industry is trying
4 to give away equipment and then couldn't accept it.
5 Again, that's ridiculous.

6 MD2: No, they accept it. It's just that
7 they can't get --

8 DR. DANN-MESSIER: They can't count it?

9 MD2: They can't utilize that and say the
10 money that was put for equipment and now the school
11 takes it away, says, oh, they got \$10,000 worth of
12 equipment. You don't need it now. We'll put it
13 somewhere else.

14 DR. DANN-MESSIER: So maybe we could have
15 some language about not supplanting and supplementing
16 issues, it sounds to me. Contextualizing the math, and
17 all this has been said over and over again. Assessment
18 and intake is so important in the process. We need to
19 really make sure we do a really good job.

20 You know, it's so obvious we know what it
21 takes [inaudible] you see it, and really, the challenge
22 for us at the Federal level is to make sure as we craft
23 legislation and work with Congress and that we work
24 internally that we continue to hear the challenges that
25 you face. And we'll try to do our best.

1 It's a messy process at the Federal level as
2 well. I'm learning even in my 5 weeks there is a lot
3 of players. But I urge you to just keep in contact
4 with us and let us know how we can help you and if you
5 have other suggestions. I really do absolutely want to
6 thank you for this very, very, very rich discussion.

7 But really, more importantly, I want to thank
8 you for the work that you do with your students each
9 and every day. They are so very lucky to have such
10 dedicated professionals that you would come here and
11 share with us your thoughts.

12 MALE SPEAKER: I'd like to make one other
13 comment. I also serve on an ACTE board of directors.
14 And on behalf of the board of directors and the members
15 of the ACTE, I want to personally thank you for taking
16 the time to sit and listen to our concerns. And I feel
17 like today we've been heard. And so, thank you so very
18 much for this.

19 DR. DANN-MESSIER: My pleasure.

20 [Applause.]

21 DR. DANN-MESSIER: I very much enjoyed the
22 conference. Thank you.

23 And we're having a session this afternoon if
24 you have some colleagues that want to come.

25 [Whereupon, at 12:31 p.m., the meeting was

1 concluded.]

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